

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Bigyn County Primary School
Bigyn Park Terrace
Bigyn, Llanelli
Carmarthenshire
SA15 1DH**

School Number: 6692374

Date of Inspection: 24/03/09

by

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Bigyn County Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Bigyn County Primary School took place between 24/03/09 and 26/03/09. An independent team of inspectors, led by Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	1
Summary	2
Recommendations	9
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
Standards achieved in subjects and areas of learning	23
Early Start / Foundation phase	23
English	27
Science	28
Art and design	29
Physical education	30
School's response to the inspection	32
Appendices	33
1 Basic information about the school	33
2 School data and indicators	33
3 National Curriculum assessments results	34
4 Evidence base of the inspection	36
5 Composition and responsibilities of the inspection team	37

Context

The nature of the provider

- 1 Bigyn County Primary School is situated on an elevated site in the town of Llanelli and draws its pupils from the area immediately surrounding it. The school describes its catchment as having large areas of disadvantage with designated Community First status and recognised as one of the poorest areas in the county. A large proportion of the intake into the nursery class arrive with limited literacy and numeracy skills. The proportion of pupils entitled to receive free school meals is 38%, an increase of 7% since the last inspection. This is well above the Carmarthenshire (15.2%) and all Wales (17.5%) averages. Entry of children into the nursery class is managed and administered by Carmarthenshire local education authority (LEA).
- 2 The school caters for pupils between the ages of three and 11 and there are 264 full-time equivalent (FTE) pupils on roll which includes 12 part-time nursery age children. Learners are accommodated in 10 classes, two of which are of mixed age. Nursery age children are housed in a recently renovated building approximately 100 yards from the main school. Since September 2006, the school is piloting the Foundation phase under the Early Start programme which includes children of nursery, reception and year 1 ages. There are 75 pupils (33%) in the school who are identified as having special educational needs (SEN), seven of whom carry a statement.
- 3 The school is placed in category 'B' of the Carmarthenshire Local Education Authority's (LEA) language policy with Welsh taught as a second language. Around 94% of pupils come from homes where English is the predominant language spoken at home with the remainder receiving support in English as an additional language (EAL). No pupils come from homes whose predominant language is Welsh.
- 4 The school was last inspected in 2003. Since that time, nursery age children are housed in a recently renovated building approximately 100 yards from the main school. The school has renewed the Basic Skills Quality Mark for the third time and gained the Eco School Green Flag and gold award.

The school's priorities and targets

- 5 The school's aims include:
 - providing learners with opportunities and experiences within a safe and stimulating environment:
 - promoting positive attitudes towards others, the community and the wider world:
 - establishing a moral code which promotes good standards of behaviour based on traditional beliefs; and
 - encouraging all learners to develop to their full potential.

- 6 The school's main priorities and targets for 2008-2009 are to:
- raise standards in the core subjects of English, mathematics and science;
 - raise standards in history and art;
 - develop further the Personal and Social Education (PSE) aspect of the curriculum;
 - restructure the senior management team and its role; and
 - provide additional indoor and outdoor facilities in the foundation phase.

Summary

- 7 Bigyn Primary School provides a happy and caring environment. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure the school's clear values. Since the last inspection, the school has made good progress in raising standards of achievement and improving the quality of teaching.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

- 8 The inspection team agreed with the school's judgements in six of the seven key questions. It awarded a lower grade for the remaining question.

Standards

- 9 At the end of key stage 1 in 2008, pupils' standards of attainment according to teacher assessment in the core subjects of the national curriculum were below national averages in English and science and slightly below in mathematics. They were slightly below county averages in English and science and slightly higher in mathematics. The percentage of pupils attaining to higher level 3 was

well below national and county averages. In comparison with similar schools in Wales, the school's performance was in the highest 50% but below the highest 25% of performing schools. The performance of girls was significantly higher than that of boys in 2008.

- 10 At the end of key stage 2 in 2008, pupils' standards of attainment according to teacher assessment in the core subjects of the national curriculum were below local and national averages in English, mathematics and science. The percentage of pupils attaining to higher level 5 was slightly below national and county averages in all three subjects. In comparison with similar schools in Wales, the school's performance was in the highest 50% but below the highest 25% of performing schools. The performance of girls was significantly higher than that of boys in English, similar in mathematics and well below in science in 2008.

Grades for standards in subjects inspected

- 11 Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	63%	21%	4%	0%

- 12 These percentage figures are below the national average for primary schools in Wales of 84% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2007-2008. However, since the last inspection, they show a significant improvement.
- 13 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the foundation phase outcomes.
- 14 Nearly all pupils with SEN make appropriate progress and they achieve the targets set for them.

Areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 3
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

In key stage 1 and key stage 2 standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 1	Grade 2
Art and design	Grade 2	Grade 1
Physical education	Grade 2	Grade 3

- 15 Children's key skills develop well in the foundation phase, however, their Welsh language skills are less well developed.
- 16 In key stage 1 standards and progress of pupils in the key skills of speaking and listening, reading and writing are good. Their use of numeracy and ICT across the curriculum and progress in bilingual skill are good with some shortcomings. Pupils do not use their mathematical and ICT skills regularly to support their learning. Their creative and problem solving skills are good as are their personal and social skills.
- 17 In key stage 2 pupils' speaking and listening skills are good and they read well. Extended writing skills across the curriculum are less well developed. Their numeracy and ICT skills are insufficiently utilised across a range of subjects. Their creative skills are very well developed in art. Their personal and social skills are good and they work very effectively in grouped activities. Their problem solving skills are good but their bilingual skills are less well developed.
- 18 Pupils make good progress in their personal, social, moral and wider development. Learners succeed regardless of their social, ethnic or linguistic background. Pupils with EAL make good progress towards fulfilling their potential. Overall, pupils make good progress towards fulfilling their potential and moving forward to the next stage of learning.
- 19 Children in the foundation phase classes make good progress. They are encouraged to make their own choices and decisions; they are confident and eager to explore new learning situations.
- 20 Overall, pupils' behaviour and their attitudes towards learning are good, however, in a key stage 2 class, a few pupils find it difficult to concentrate and engage fully in lessons. They are easily distracted, interrupt and occasionally challenge the teacher so that the pace and flow of the lesson are disrupted.
- 21 Attendance rates for the past three terms are 90.2%, well below the Welsh average of 93.1%. Attendance figures are significantly affected by the high proportion of learners who are taken on holiday during term time. A small minority of pupils arrive late at school.

The quality of education and training

22 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	62%	17%	4%	0%

- 23 The quality of teaching is slightly below the national average for primary schools in Wales reported by Her Majesty's Chief Inspector (HMCI) in his annual report for 2007 - 2008. However, these figures show a significant improvement since the last inspection with examples of Grade 1 teaching in the foundation phase and in both key stages.
- 24 Teachers are role models of a high standard and overall there are good and often very good working relationships between teachers, support staff and pupils. Lessons are generally stimulating and well planned and succeed in interesting pupils.
- 25 Learning support assistants(LSAs) make a valuable contribution to the quality of the teaching and learning and is an outstanding feature in the foundation phase.
- 26 In lessons judged to be Grade1, the outstanding features in the teaching include very effective strategies of gaining and maintaining pupils' interest and high level of expectation and challenge in the planned activities. Lessons developing at a very good pace with very effective use of LSAs.
- 27 Shortcomings in lessons which were judged a Grade 3 or 4, include lessons developing at a slow pace, over-direction by teachers and ineffective levels of challenge for pupils.
- 28 Overall, the quality of assessment, recording and reporting is good. The marking of pupils' work is good with outstanding features with ways forward for pupils consistently outlined in their books in a very effective manner. Annual reports to parents are of good quality and comply with statutory requirements.
- 29 The overall quality of the curriculum is very good and a wide range of very interesting, challenging and rich experiences are offered to pupils. There is a very clear commitment to equal opportunities for all and the school operates a very effective inclusion programme.
- 30 The curriculum in the foundation phase is well planned, coherent and provides a wide range of relevant and stimulating learning experiences. In both key stages it is broad and balanced and builds systematically on what pupils know and can do. The curriculum meets the needs and range of abilities of pupils well and is reinforced by effective setting arrangements in English and mathematics in key stage 2. Links between curricular experiences in history and art are an outstanding feature of the provision.

- 31 Curricular provision for the development of key skills is good with some shortcomings. While references are made to the key skills in mid and short term plans, the focus is insufficiently rigorous and planning for the progressive application of number and use of ICT across the curriculum in both key stages is underdeveloped. In addition, the provision for developing pupils' extended writing skills in key stage 2 is limited. Good opportunities are provided to enable pupils to develop skills of working independently as well as in pairs or groups.
- 32 Offsite provision and a range of visitors make outstanding contributions to learning experiences. Close links with a partner school in North Wales significantly enrich pupils' learning and social experiences.
- 33 The range of extra-curricular activities is a further outstanding feature. Homework for the most part is well targeted and builds appropriately on pupils' experiences in school.
- 34 The school has a clear Welsh ethos. Good emphasis is placed on the promotion of Welsh culture and the heritage of Wales. Whole school planning of opportunities for the progressive use of the Welsh language in more informal situations is underdeveloped and has been identified as an area for development by the school.
- 35 The promotion of pupils' spiritual development is good with some shortcomings. Whole school acts of collective worship are of good quality and provide opportunities for quiet reflection. The quality of some acts of collective worship in classrooms are less effective with constraints of space detracting from the quality of these experiences. Pupils are at times withdrawn from acts of collective worship to focus on additional needs contrary to statutory requirements.
- 36 The promotion of pupils' moral and social development is a strong feature of school life with strong emphasis on teaching the difference between right and wrong and caring values.
- 37 The Personal and Social Education (PSE) programme is integrated across the curriculum and pupils' focus on health promotion is being further developed through the school's participation in the LEAs health promoting programme. The school makes an effective contribution to the well-being of all pupils.
- 38 The school's partnerships with parents, the local community, other schools and higher education institutions, and the LEA are good with outstanding features. Parents are very supportive of the school and a constructive home-school agreement is in place.
- 39 The school effectively promotes education for sustainable development and global citizenship.
- 40 The school provides good quality care, support and guidance for all pupils. Learners settle in quickly to school life with parents fully involved in the process;

this helps establish a very effective working partnership. Good transitional arrangements exist with the secondary school.

- 41 The quality of the school's present procedures in monitoring punctuality and attendance are insufficiently effective in raising attendance. The school has identified new procedures to be implemented.
- 42 The school is diligent in assuring the healthy development, safety and well being of pupils. The school has effective procedures to ensure the protection of children.
- 43 Provision for pupils with SEN is good. Pupils' specific needs are identified at an early stage, appropriate individual education plans (IEPs) are drawn up and suitable support is provided for them. The quality of the support provided makes an effective contribution to the good progress that nearly all pupils make. Pupils with SEN are fully integrated into the life and work of the school.

Leadership and management

- 44 The quality of leadership shown by the headteacher and the recently constituted senior management team is good. They have a vision for improving and developing the school and are supported by the teachers and support staff. The school's ethos supports a good quality of life, which is reflected in the confidence, trust and collaboration between staff, pupils, governors, parents and the wider community.
- 45 In judging success and evaluating its performance, the school uses a good range of strategies with detailed analysis undertaken of performance data.
- 46 The GB, a number of whom have recently been appointed, undertakes its responsibilities conscientiously and fulfils its legal and regulatory requirements.
- 47 Following a recent audit, a new format has recently been effected to increase governor participation and involvement in strategic planning, school improvement and monitoring the provision. The GB, ably led by the chairperson, meets regularly and through the headteacher's reports they receive comprehensive information about the life and work of the school.
- 48 The headteacher, governors and staff are committed to maintaining and improving further standards of achievement. Subject co-ordinators undertake observations of lessons, sample pupils' work and evaluate their areas of responsibility, however, monitoring of standards of achievement is less well developed.
- 49 The school development plan (SDP) is a detailed plan which sets out the school's general priorities and identifies timescales, success criteria and agreed costings. A good range of resources are provided to satisfy the school's priorities and objectives.

- 50 The school works closely with the LEA link advisor with regular reviews undertaken. These help to give the school a better appreciation of the quality of its provision and the standards achieved.
- 51 The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence. Overall, the school has made good progress since the last inspection in addressing the key issues identified.
- 52 Pupils benefit from a sufficient number of well qualified teachers and LSAs. They are involved in a range of in-service training, resulting in good knowledge of current developments, which has a very positive effect on the overall provision.
- 53 The school administrative officer, caretaker, cleaners, mid-day supervisors and canteen staff provide very effective support. Day-to-day administration is smooth and very efficient.
- 54 The quality of learning resources has been significantly improved since the last inspection. The very effective and efficient use of resources has resulted in the expansion of the foundation phase, staff restructuring and implementing actions in order to raise standards in the core subjects. The school makes very good use of out of school resources.
- 55 The accommodation provides good facilities for teaching and learning. An outstanding feature is the spacious, bright, well-designed unit for the nursery children. Most classrooms for key stage two pupils provide sufficient space though restrictive for practical tasks. Very attractive displays in classrooms and corridors highlight pupils' work and celebrate achievements; this is an outstanding feature.
- 56 The school is adept at seeking additional funding from a wide range of sources. Outstanding use is made by the school and governing body of the additional resources, in order to improve facilities and match the priorities for development.
- 57 The GB is diligent in reviewing and directing significant areas of the school budget and works with the headteacher in prioritising expenditure, in line with areas identified in the SDP. Overall, the school provides good value for money.

Recommendations

58 The school needs to:

- R1 raise standards of achievement in physical education in key stage 2;
- R2 further develop pupils' key skills of mathematics, ICT and bilingual skills across the curriculum in both key stages, and extended writing skills in key stage 2;*
- R3 raise attendance rates, monitor and further develop strategies for encouraging good attendance and punctuality; and
- R4 improve the quality of class collective worship and ensure all pupils attend whole-school collective worship.

*The school is addressing aspects of the second recommendation in its current SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 59 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 60 At the end of key stage 1 in 2008, pupils' standards of attainment according to teacher assessment in the core subjects of the national curriculum were below national averages in English and science and slightly below in mathematics. They were slightly below county averages in English and science and slightly higher in mathematics. The percentage of pupils attaining to higher level 3 was well below national and county averages. In comparison with similar schools in Wales, the school's performance was in the highest 50% but below the highest 25% of performing schools. The performance of girls was significantly higher than that of boys in 2008.
- 61 At the end of key stage 2 in 2008, pupils' standards of attainment according to teacher assessment in the core subjects of the national curriculum were below local and national averages in English, mathematics and science. The percentage of pupils attaining to higher level 5 was slightly below national and

county averages in all three subjects. In comparison with similar schools in Wales, the school's performance was in the highest 50% but below the highest 25% of performing schools. The performance of girls was significantly higher than that of boys in English, similar in mathematics and well below in science in 2008.

Standards

62 Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	63%	21%	4%	0%

63 These percentage figures are below the national average for primary schools in Wales of 84% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2007-2008. However, since the last inspection, they show a significant improvement.

64 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the foundation phase outcomes.

65 Nearly all pupils with SEN make appropriate progress and they achieve the targets set for them.

Areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 2
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 3
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

66 In key stage 1 and key stage 2 standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 1	Grade 2
Art and design	Grade 2	Grade 1
Physical education	Grade 2	Grade 3

67 Children's key skills develop well in the foundation phase. From an early age they make good progress in speaking and they make good use of their early skills in listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop well; they form close relationships with other

children and with adults. Progress in Welsh language skills is less well developed.

- 68 In key stage 1 standards and progress of pupils in the key skills of speaking and listening, reading and writing are good. Their use of numeracy and ICT across the curriculum and progress in bilingual skill are good with some shortcomings. Pupils do not use their mathematical and ICT skills regularly to support their learning. Their creative and problem solving skills are good as are their personal and social skills.
- 69 In key stage 2 pupils continue to build on the skills developed in key stage 1. Their speaking and listening skills across the curriculum are good and they read well. Extended writing skills across the curriculum are less well developed. Their numeracy and ICT skills are insufficiently utilised across a range of subjects. Their creative skills are very well developed in art. Their personal and social skills are good and they work very effectively in grouped activities. Their problem solving skills are good but their bilingual skills are less well developed.
- 70 Learners succeed regardless of their social, ethnic or linguistic background. Pupils with English as an additional language (EAL) make good progress towards fulfilling their potential.
- 71 Pupils make good progress towards fulfilling their potential and moving forward to the next stage of learning. Key stage 2 pupils have a developing perception of the main factors which decide the standards they achieve. They set their own targets in literacy and numeracy to address their shortcomings.
- 72 Overall, pupils' behaviour and their attitudes towards learning are good and the school is a happy, welcoming and friendly community. Most pupils are polite, courteous and relate well to adults and to each other. They show respect for others, and help and support each other in their work and play. School rules are simple, relevant and clearly understood by pupils.
- 73 Most pupils have positive attitudes to their work and play. They listen to their teachers, readily engage in discussion and settle quickly to the tasks set them. However, in a key stage 2 class, a few pupils find it difficult to concentrate and engage fully in lessons. They are easily distracted, interrupt and occasionally challenge the teacher so that the pace and flow of the lesson are sometimes disrupted.
- 74 Attendance rates for the past three terms are 90.2%, well below the Welsh average of 93.1%. Attendance figures are significantly affected by the high proportion of learners who are taken on holiday during term time. The school and education welfare officer work hard to promote good attendance, however, despite their efforts attendance remains low. A small minority of pupils arrive late at school.
- 75 Pupils develop the skills to work independently and to take more responsibility for their own learning, though this is not always promoted consistently in all

classes. They work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes.

- 76 Children in the foundation phase classes make good progress in their capacity to work and play both independently and in partnership with others. They are encouraged to make their own choices and decisions; they are confident and eager to explore new learning situations.
- 77 Pupils make good progress in their personal, social, moral and wider development. The good relationships between staff and pupils underpin this development and pupils feel confident in expressing themselves, because they know their views will be of value. The sensitive content of whole school collective worship, the well structured personal and social education (PSE) programme and the highly supportive ethos of the school provide pupils with a secure set of values to guide them.
- 78 In discussion, pupils demonstrate a good awareness of equal opportunities issues and show a genuine respect for faiths and cultures that differ from their own. They are tolerant, open-minded and accepting of diversity within their school, their community and the wider world.
- 79 The school is successful in preparing pupils for effective participation in the work place and the community. Staff, governors and pupils are committed to the local community and the school supports many local initiatives. Exemplary use is made of the locality as a learning resource, and educational visits enhance pupils' learning in many curriculum areas, including the work-related curriculum.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

- 80 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 81 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	62%	17%	4%	0%

- 82 The quality of teaching is slightly below the national average for primary schools in Wales reported by Her Majesty's Chief Inspector (HMCI) in his annual report for 2007 - 2008. However, these figures show a significant improvement since the last inspection with examples of Grade 1 teaching in the foundation phase and in both key stages.

- 83 Teachers are role models of a high standard and overall there are good and often very good working relationships between teachers, support staff and pupils.
- 84 In classes, teachers are enthusiastic and, in the main, use a variety of teaching strategies and relevant resources effectively. Their class management is fair and equal opportunities are effectively ensured for all pupils.
- 85 Lessons are generally stimulating and succeed in interesting pupils. Expectations of what pupils can achieve and the amount of work they can complete are in the main good and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are popular with pupils and contribute well to their development.
- 86 For the most part, teachers have a good knowledge of the subjects they teach and demonstrate a good familiarity with recent developments in primary education. While they demonstrate positive attitudes towards the promotion of pupils' bilingual skills the provision for and teachers' approach to the progressive use of the Welsh language across the curriculum and in more informal situations is insufficiently developed.
- 87 Lessons are generally well planned and usually have clear learning objectives which are explicitly shared with pupils so that they are clear about what is expected of them. In the best examples they are effectively revisited in closing sessions. The structure and organisation of lessons is generally good and teachers' planning of tasks to match pupils' abilities is appropriate.
- 88 The school places a good emphasis on the importance of giving pupils first-hand practical learning experiences and teachers consistently implement this policy.
- 89 LSAs make a valuable contribution to the quality of the teaching and learning and is an outstanding feature in the foundation phase. In both key stages they give well focused help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional encouragement to satisfy their SEN.
- 90 In lessons judged to be Grade1, the outstanding features include:
- very high skills and strategies with regard to gaining and maintaining pupils' interest;
 - very good subject knowledge;
 - high expectations in relation to pupils' achievement;
 - very well organised and managed lessons;
 - lessons developing at a very good pace;
 - very effective use of LSAs;

- very purposeful and effective intervention when pupils need help to complete their tasks, and
 - plenary sessions of a very high order.
- 91 Shortcomings in lessons which were judged a Grade 3 or 4 include:
- insufficient challenge for pupils;
 - less effective organisation and management of lessons;
 - loss of opportunities to extend learning;
 - over direction by teachers;
 - lessons developing at a slow pace, and
 - insufficient opportunities for pupils to make decisions in relation to their learning.
- 92 Overall, the quality of assessment, recording and reporting is good and the school adheres closely to the LEA assessment programme. In the foundation phase, baseline assessment is undertaken and the data collected is closely analysed. Ongoing observations of learners' progress are undertaken regularly by teachers and LSAs.
- 93 In key stage 1 and key stage 2 good use is made of standardised tests to identify strengths and areas for development. Targets are set for individual pupils and year groups in the core areas. Assessment procedures in English and mathematics are particularly good, however, in the foundation subjects and religious education they are more informal in nature. Good scrutiny is made of pupils' previous work to provide evidence of progress in all subjects. There are portfolios of levelled work in all subjects and these are effectively used to support teacher assessment particularly in the core areas. Procedures for assessing and recording the progress of pupils with SEN are good.
- 94 Good use is made of individual pupil files which contain a wide range of information including assessment results for recording purposes and for transferring relevant information from one teacher to another.
- 95 The focus on the assessment for learning initiative is developing well. It features highly amongst the school's current priorities under the effective leadership of the deputy headteacher. Short term planning identifies assessment opportunities and evaluations of learning experiences and, for the most part, informs future planning of curricular experiences in an effective manner.
- 96 Pupils receive good feedback in lessons in relation to progress. The marking of pupils' work is however an outstanding feature and ways forward for pupils are consistently outlined in their books in a very effective manner. While pupils across the school are beginning to play a more active role in reflecting on and evaluating their own progress, these are areas which the school has identified for further development.

- 97 Annual reports to parents are of good quality and comply with statutory requirements. They present a detailed account of pupils' achievements and progress in the core subjects and for the most part in the foundation subjects. However, ways forward for pupils are not always clearly noted in reports.
- 98 Moderation and standardisation procedures within the local cluster group are appropriate.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings.

- 99 The findings of the inspection team do not agree with the judgement of Grade 1 made by the school in its self-evaluation report. While outstanding features in relation to curricular provision are identified, shortcomings in other areas are also identified.
- 100 The overall quality of the curriculum is very good and a wide range of very interesting, challenging and rich experiences are offered to pupils. There is a very clear commitment to equal opportunities for all and the school operates a very effective inclusion programme, tackles social disadvantage and challenges stereotyping.
- 101 The curriculum in the foundation phase is well planned, coherent and provides a wide range of relevant and stimulating learning experiences.
- 102 The curriculum in both key stages is broad and balanced and builds systematically on what pupils know and can do. It reflects the requirements of the NC and the locally agreed syllabus for religious education. Continuity and progression in learning are effectively ensured through well constructed policies and schemes of work which are being updated in line with recent curricular revisions. The curriculum meets the needs and range of abilities of pupils well and is reinforced by effective setting arrangements in English and mathematics in key stage 2. Links between curricular experiences in history and art are an outstanding feature of the provision.
- 103 Curricular provision for the development of key skills is good with some shortcomings. While references are made to the key skills in mid and short term plans, the focus is insufficiently rigorous and planning for the use of number and ICT across the curriculum in both key stages is underdeveloped. In addition, the provision for developing pupils' extended writing skills in key stage 2 is limited. The focus on problem solving is good while the development of pupils' artistic skills is an outstanding feature of the provision. Good opportunities are provided to enable pupils to develop skills of working independently as well as in pairs or groups.
- 104 Offsite provision and a range of visitors make outstanding contributions to learning experiences; pupils are provided with a wealth of first-hand experiences. A very good range of visits are arranged to places of educational

interest to supplement and enhance their class studies. Older pupils are given opportunities for residential visits. The school makes very effective use of its grounds and a local allotment area. Pupils also learn much from the school's many visitors. Close links with a partner school in North Wales significantly enrich pupils' learning and social experiences.

- 105 The range of extra-curricular activities in art, music, drama and a wide variety of sports is a further outstanding feature of provision. Key stage 2 pupils' experiences in the art club make a very important contribution to their creative experiences and their knowledge of the work of other artists.
- 106 Homework for the most part is well targeted and builds appropriately on pupils' experiences in school.
- 107 The school has a clear Welsh ethos. Good emphasis is placed on Y Cwricwlwm Cymreig and the heritage of Wales is promoted well. The school is involved in activities associated with the Urdd movement. Whole school planning of opportunities for the progressive use of the Welsh language in more informal situations and in curriculum areas outside formal Welsh lessons is underdeveloped and has been identified by the school as an area for development.
- 108 There are well focused procedures to develop pupils' knowledge and understanding of other cultures. The school's links with partner schools in a number of European countries make an important contribution.
- 109 The promotion of pupils' spiritual development is good with some shortcomings. Whole school acts of collective worship are of good quality and provide opportunities for quiet reflection. The quality of some acts of collective worship in classrooms are less effective with constraints of space detracting from the quality of these experiences. Pupils are at times withdrawn from acts of collective worship to focus on additional needs contrary to statutory requirements.
- 110 The promotion of pupils' moral and social development is a strong feature of school life with strong emphasis on teaching the difference between right and wrong and caring values. Pupils are aware of those less fortunate than themselves locally and in the wider world and focus well on charitable ventures. There are very good opportunities for effective co-operation within groups in the classroom and good opportunities for pupils to take on responsibilities and exercise initiative through their involvement in the school and eco councils.
- 111 The Personal and Social Education (PSE) programme is integrated across the curriculum and is in the process of being further developed. The community police officer and members of the caring services make important contribution in this context. Pupils' focus on health promotion is being further developed through the school's participation in the LEAs health promoting programme. The school makes an effective contribution to the well-being of all pupils.

- 112 The school's partnerships with parents, the local community, other schools, higher education institutions and the LEA are good with outstanding features. Parents are very supportive of the school. In the questionnaires returned, most parents expressed high levels of satisfaction in the school. The school keeps parents well informed through newsletters and an informative annual report of the GB. A constructive home-school agreement is in place.
- 113 The school works very closely with other primary school in its cluster group. The quality of the pastoral, administrative and curriculum arrangements with the receiving secondary school is good with outstanding features. The school enjoys a productive partnership with an initial teachers training college and other local colleges.
- 114 The quality of the school's links with the local community is good with outstanding features. The school contributes very effectively to many facets of community life and the community in turn is very supportive of the school. Pupils are developing a good knowledge of their community and understand what is needed for its continued success. The school works closely with the Communities First initiative. The school is actively involved in planting and cultivating the local allotment. A recent joint initiative has resulted in the award of a grant with a view to leasing a mini bus for the use of pupils and members of the wider community.
- 115 The school promotes education for sustainable development very well and has attained the green flag and gold award for eco schools. Pupils have a good awareness of the importance of conservation. The school promotes pupils' awareness of global citizenship effectively by providing valuable opportunities to foster links with citizens of other countries, through links associated with the Comenius project.
- 116 There is a clear focus on work-related education. Pupils' learning is enriched through links with local employers and relevant agencies. Teachers plan a range of visits to commercial and retail sites to enhance pupils' understanding of the world of work. Local employers are supportive of the school but no teachers have recently undertaken a relevant business placement with a view to enhancing professional development and enriching curriculum provision for pupils.
- 117 Entrepreneurial skills are enhanced through the involvement of older pupils in the buying, marketing and selling of fruit as part of the school's focus on healthy eating. Pupils have experienced the process of establishing the company, appointing officers to relevant positions and forging links with the local bank. Pupils also organise the sale of used toys and games.
- 118 The school is successful in laying the foundations for lifelong learning and community regeneration, and national priorities are appropriately reflected in its life and work. There is an appropriate focus on pupils developing independence and taking responsibility for their own learning.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 119 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 120 The school provides good quality care, support and guidance for all pupils and manages the input of a range of care and support services well.
- 121 The quality of the school's partnership with parents, carers and employers is good. The extent to which the school engages parents and takes account of their views through regular newsletters is a particular feature. Parents are also provided with an informative school prospectus.
- 122 Pupils have regular opportunities to put forward their ideas and opinions and do so with confidence through the school council, which is a good forum for the development of their personal and social skills and provides a good opportunity for those of different ages to work together and contribute to decision making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school.
- 123 Children settle in quickly to school life with parents fully involved in the process; this helps establish a very effective working partnership. Good transitional arrangements exist with the secondary school.
- 124 The quality of the school's present procedures in monitoring punctuality and attendance are insufficiently effective in raising attendance. The school has identified new procedures to be implemented.
- 125 The school is diligent in assuring the healthy development, safety and well being of pupils. Appropriate risk assessment procedures are implemented to ensure a healthy and safe environment with members of staff trained in first aid.
- 126 The school has effective procedures to ensure the protection of children. Designated personnel at the school have received appropriate training and ensure that information is disseminated fully and effectively to all staff and ensure a clear understanding of their responsibilities.
- 127 The quality of provision for additional learning needs (ALN) is good with the co-ordinator liaising effectively with all interested parties and fully complies with the Code of practice. Pupils' specific needs are identified at an early stage, appropriate individual education plans (IEPs) are drawn up and suitable support is provided for the pupils. Teachers, parents and pupils are all actively involved in the process and are involved in setting and evaluating targets. Pupils' performance is effectively monitored throughout the year with pupils moving on and off the register appropriately.
- 128 Support and provision for pupils both within the classes and during withdrawal sessions is good. Effective liaison with all staff ensures that the work given to pupils with SEN focuses clearly on their needs. The quality of the support provided makes an effective contribution to the good progress that the vast

majority of pupils make. Pupils with SEN are fully integrated into the life and work of the school.

- 129 There are a small number of pupils, mainly in key stage 2, whose behaviour is a cause for concern and, from time to time, disrupt the learning opportunities for other pupils. Their individual behavioural plans (IBPs) have specific targets, which are regularly monitored.
- 130 The school's provision for pupils with EAL takes appropriate account of pupils' backgrounds and needs. The relevant agencies assist the school to ensure appropriate levels of support are available when pupils who have linguistic difficulties require additional help.
- 131 The school successfully promotes gender equality, with pupils given opportunities across the full range of curricular and extra-curricular activities provided.
- 132 Every effort is made by the school to model and promote good race relations across the school, and ensures that there are equal opportunities for all pupils. Appropriate policies are in place and have been correctly applied when necessary.
- 133 The arrangements to eliminate bullying and all forms of harassment are effective. Several older pupils confirm that when poor behaviour occurs, especially on the playground, issues are dealt with effectively.
- 134 Provision for disabled pupils and adults is good. The school has appropriate access to each building for all users and complies with the Disability Equality Scheme and has an appropriate policy in place. Pupils with a disability are able to access the full curriculum.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

- 135 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 136 The quality of leadership shown by the headteacher and the recently constituted senior management team is good. They have a vision for improving and developing the school and are supported by the teachers and support staff. The positive leadership gives a clear sense of direction to the work of the school. The school's ethos supports a good quality of life, which is reflected in the confidence, trust and collaboration between staff, pupils, governors, parents and the wider community.
- 137 The school gives very good consideration to national priorities, for example, it has developed a number of initiatives to develop pupils understanding of sustainable development and global citizenship. Links with other education

providers is an outstanding feature of the school. The school council helps pupils contribute towards, and directly influence the decisions that affect them.

- 138 A detailed analysis is undertaken of performance data. Benchmarking information is used to compare the school's performance with that of other schools. Whole school quantitative targets are set that are realistic and challenging.
- 139 An effective system of staff evaluation promotes the continuous professional development of the teachers and support staff. As a result, this has led to improving the quality of the provision.
- 140 The GB, a number of whom have recently been appointed, undertakes its responsibilities conscientiously; members have a developing awareness of their responsibilities and are very supportive of the school. Following a recent audit, a new format has recently been effected to increase governor participation and involvement in strategic planning and school improvement. The GB, ably led by the chairperson, meets regularly and through the headteacher's reports they receive comprehensive information about the life and work of the school.
- 141 The role of the GB in regularly monitoring the quality of the provision is less well developed. It oversees provision generally in all subjects, however, few are linked to individual subject areas.
- 142 The governing body fulfils its legal and regulatory requirements appropriately. Governors have a good overview of the budget and oversee expenditure very well. Decisions on expenditure are closely linked with the priorities identified in the SDP and governors make every effort to ensure best value for money.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 143 The findings of the inspection team agree with the school's judgement in its self-evaluation process.
- 144 The headteacher, governors and staff are committed to maintaining and improving further the standards of achievement. All staff are involved in the self-evaluation process, with consideration given to the opinions of governors, parents and pupils through questionnaires.
- 145 Mainly through headteacher's reports, governors have a good understanding of the school's strengths and the priorities to be implemented through the SDP.
- 146 In judging success and evaluating its performance, the school uses a good range of strategies. Subject co-ordinators undertake observations of lessons, sample pupils' work and evaluate their areas of responsibility on an annual basis in the core subjects and on a rolling programme in others. They share the evaluation results in staff meetings and recommendations are included in the SDP. However, monitoring of standards of achievement is less well developed.

- 147 The SDP is a detailed plan which sets out the school's general priorities and identifies timescales, success criteria and agreed costings. A good range of resources are provided to satisfy the school's priorities and objectives.
- 148 The school works closely with the LEA link advisor. Regular reviews are held and findings are recorded in 'The Good Practice, Support and Challenge Framework'. These reviews give the school a better appreciation of the quality of its provision and the standards achieved.
- 149 A detailed analysis is undertaken of a wide range of assessments and tests including baseline tests in the foundation phase, teacher assessments at the end of key stages 1 and 2, and results of other assessments. The school makes good use of this assessment to earmark strengths and weaknesses.
- 150 Performance management procedures have a good effect on staff development, they contribute effectively to the recognition of the professional needs of all the staff.
- 151 The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence. The inspection team agreed with the school's recognition of its strengths and areas for improvement and with the judgements made in six of the seven key questions. The inspection team awarded a lower grade for the remaining question.
- 152 Overall, the school has made good progress since the last inspection in addressing the key issues identified. It has improved provision for the under-fives and raised standards significantly. Standards of achievement have been raised in science and art, however, they have not improved in physical education in key stage 2. The quality of teaching has also improved significantly and the potential safety hazards have been addressed.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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- 153 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 154 Pupils benefit from a sufficient number of well qualified teachers. Subject leaders are well versed in the requirements of their subject and provide good support for their colleagues. The pupil teacher ratio is appropriate and the setting of pupils in two core subjects helps to ensure that the school meets pupils' individual needs.
- 155 The LSAs are well trained to fulfil their roles. They work in close partnership with teachers and show a very sensitive appreciation of the needs of all pupils. This is a particularly outstanding feature in the foundation phase where they make an outstanding contribution to teaching and learning.
- 156 All staff are encouraged to develop themselves professionally. Teachers and support staff are involved in a range of in-service training, resulting in good

- knowledge of current developments, which has a very positive effect on the overall provision.
- 157 The school secretary, caretaker, mid-day supervisors and canteen staff provide very effective support. Day-to-day administration is smooth and very efficient.
- 158 The school has successfully dealt with workforce remodelling, and has very efficient arrangements for giving teachers designated planning, preparation and assessment (PPA) time. Arrangements ensure that efficient use is made of part-time experienced staff during these sessions, which assists continuity and has a positive effect on pupils' standard of achievement.
- 159 The quality of learning resources has been significantly improved since the last inspection ensuring that the current outstanding range caters for pupils of all ages, ability and needs and are thoughtfully used in all areas of the curriculum. The school has benefited greatly from an investment in the school library, the computer suite and interactive whiteboards in each class which are used very effectively to promote learning. Curriculum co-ordinators are consulted appropriately regarding resource needs and acquisition. The very effective and efficient use of resources has resulted in the expansion of the foundation phase, staff restructuring and implementing actions in order to raise standards in the core subjects.
- 160 The school makes very good use of out of school resources and off-site facilities within the area to enhance learning, where pupils benefit from direct learning experiences.
- 161 The accommodation provides good facilities for teaching and learning. An outstanding feature is the spacious, bright, well-designed unit for the nursery children and the up-dated reorganised accommodation for older foundation phase children. Most of the classrooms for key stage 2 pupils provide sufficient space though restrictive for practical tasks. The school hall provides adequate space for collective worship, physical education lessons and dining arrangements. Attractive displays in classrooms and corridors highlight pupils' work and celebrate achievements. This is an outstanding feature.
- 162 There is a significant development in the outdoor provision. An extensive area for the foundation phase provides outstanding opportunities for environmental education and for extending children's learning experiences. Older pupils benefit from marked playgrounds and the school grounds have been well developed and resourced for education and recreation purposes. The use made of the school allotment is another outstanding feature.
- 163 The school is adept at seeking additional funding from a wide range of sources. Outstanding use is made by the school and governing body of the additional resources, in order to improve facilities and match the priorities for development.
- 164 The GB is diligent in reviewing and directing significant areas of the school budget and works with the headteacher in prioritising expenditure, in line with areas identified in the SDP. The recent LEA audit states that arrangements for managing the budget are good. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Personal and social development, well being and cultural diversity

Grade 2: Good features with no important shortcomings

Good features

- 165 Nursery children begin to develop relationships with adults and other children, showing care and respect. They are familiar with routines and become more confident as they explore new learning experiences. They respond positively to new cultural experiences.
- 166 Nearly all reception children play well together, and form appropriate relationships with their peers and adults. They respond well to a wide range of new cultural experiences and they exercise self-control. They concentrate for longer periods when undertaking tasks. They take responsibility for personal cleanliness and understand the changes that happen to their bodies as they exercise. They have a good understanding and knowledge of the Chinese New Year.
- 167 Y1 children are confident in forming relationships with their peers and adults. Nearly all show respect and affection, show sensitivity to others and concentrate for lengthening periods. They develop an understanding that exercise and hygiene and the right types of foods and drink are important for healthy bodies. They develop a good understanding of cultural diversity in their study of the Hindu faith and celebrations in other faiths.

Shortcomings

- 168 There are no significant shortcomings.

Language, literacy and communication skills

Grade 2: Good features with no important shortcomings

Good features

- 169 Nursery age children listen attentively to stories. Children can remember and relate to the broad thrust of the story. They understand that word and pictures convey meaning, and the majority begin to develop a good understanding of letter sounds.
- 170 Children make good progress in developing their oral skills in English. Their confidence is considerably enhanced through role-play and responding to questions.
- 171 Reception age children listen to and carry out instructions well. They use appropriate language in spontaneous and structured play activities. They

sequence stories accurately and record their findings appropriately using ICT. They enjoy marking experiences and begin to write simple phrase and sentences.

172 In Y1, the vast majority speak clearly with appropriate intonation. They respond appropriately to what they hear and be ready to ask further questions. They develop a good knowledge of the alphabet and begin to decode words accurately. Able pupils read accurately, fluently and intelligently. They communicate by writing phrases and sentences taking heed of basic punctuation using ICT well in presenting their work.

Shortcomings

173 There are no significant shortcomings.

Mathematical development

Grade 2: Good features with no important shortcomings

Good features

174 Nursery children sing a good number of songs and counting rhymes. They count objects and the majority understand numbers up to five. The children have a good understanding of shape. They recognise and create patterns and begin to measure distance using non-standard measures.

175 Reception age children count confidently to 20 and use appropriate vocabulary in their number work. The vast majority have a good knowledge and understanding of three-dimensional shapes evident in their finding of a good range of objects of different shapes in outdoor activities.

176 Y1 children count confidently in 5s and 10s up to 100 and arrange numbers correctly. They develop good mental mathematical strategies as they add and subtract numbers. They develop a good understanding of money and time in role-play activities.

Shortcomings

177 There are no significant shortcomings.

Welsh language development

Grade 3: Good features outweigh shortcomings

Good features

178 Nursery age children listen well to a developing range of visual and audio visual stimuli. They understand and respond well to commands and instructions in Welsh.

- 179 They sing a developing range of nursery rhymes and songs. They begin to identify weather conditions from pictorial evidence and know basic colours.
- 180 The majority of reception age children make good progress in developing their speaking and listening skills. Children understand and respond well to commands and instructions in Welsh, and express feelings, likes and dislikes and needs with developing confidence in role play activities.
- 181 Y1 children understand basic instructions and use simple words when responding to questions. They respond simply to what they hear and are able to follow the teacher's instructions in the gym.
- 182 Children in all three classes sing a wide range of songs and rhymes in Welsh.

Shortcomings

- 183 Children's speaking skills are underdeveloped in the nursery and Y1 classes.
- 184 In Y1, children's reading and writing skills are limited.

Knowledge and understanding of the world

Grade 2: Good features with no important shortcomings

Good features

- 185 Nursery age children talk knowledgeably about the jobs people do. They have a sound knowledge of the weather, seasons and how plants grow and a good knowledge how chicks are hatched. They are becoming familiar with their locality and develop a good knowledge of Welsh characters from the past.
- 186 Reception age children have a good understanding of the seasons and how a good range of plants grow. They develop good knowledge of the past in their study of washing clothes long ago. They identify an increasing range of workers through the characteristics of their work. Children begin to understand the usefulness of a variety of information sources. They use their ICT skills across a wider range of activities. Children's cultural development is promoted well through the Cwricwlwm Cymreig; they are very familiar with their locality.
- 187 Y1 children develop a good knowledge and understanding of sources of light. They sequence the stages of house building accurately. They sort and group information gathered from a range of sources and use ICT well to present their findings. In their study of buildings, children enhance their skills of comparing and contrasting those found near their homes and those in a contrasting locality. They have a good understanding of the traditions of a marriage ceremony when participating in a mock wedding at a local church.

Shortcomings

- 188 There are no significant shortcomings.

Creative development

Grade 2: Good features with no important shortcomings

Good features

- 189 Nursery children paint and print using a variety of equipment. They make appropriate choices regarding the colours they choose as they experiment. They know a range of Welsh and English songs and interact well in role-play.
- 190 Reception children show good skills as they use a wide range of materials in pasting, cutting, modelling and decorating. Children make the appropriate choices of colour and medium. They enjoy role-play, sing with gusto and clap rhythmically in whole-group singing sessions. They develop good skills in making three-dimensional shapes in the form of Chinese dragons and trees.
- 191 Y1 children display appropriate skills when making good quality wedding invitation and birthday cards. They explore and express a range of moods and feelings through a variety of movements and play simple rhythmic and melodic patterns on a range of instruments.

Shortcomings

- 192 There are no significant shortcomings.

Physical development

Grade 2: Good features with no important shortcomings

Good features

- 193 Nursery children use a range of toys with increasing control. They choose and use a range of small equipment giving due consideration to health and safety. The children use large equipment well to develop their cycling, climbing, pushing and pulling skills.
- 194 Reception children use pencils, brushes and scissors with good control. They have a developing understanding of their own bodies and growth and the need for warm up and cool down after formal activities. They use space well and display increasing control when working on a developing range of apparatus at different levels.
- 195 Y1 children have a good awareness of their own bodies and their growth. They move with developing confidence displaying increasing control and co-ordination and use space well. They understand that regular exercise improves health and fitness and that it helps body parts to work well. Children handle small tools and objects with good control for appropriate purposes.

Shortcomings

- 196 There are no significant shortcomings but children's creative skills are insufficiently developed as a result of over-direction by teachers.

English

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

- 197 In key stage 1, pupils answer questions and contribute to class discussions, interacting well with their peers. Many pupils are able to discuss features of a story, have good recall of the sequence and events in stories relating to castles and use their imagination to extend their ideas. They learn new vocabulary relating to a subject and use it appropriately in context. They are developing a good awareness of rhyming words when discussing poetry.
- 198 In both key stages most pupils enjoy reading and have good access to a range of books. Key stage 1 pupils make a sound start, and the more confident readers, read with a good level of fluency and expression. The more able pupils empathise with characters and are aware of authors, illustrators and blurb when referring to books.
- 199 In key stage 1, most pupils demonstrate a consistent development of handwriting and presentation skills. They develop the elements of a story and communicate ideas with an awareness of purpose in their letter writing and personal news. They are able to write a series of instructions, for example how to dress a knight for a joust. An awareness of phonics and punctuation rules, contributes well to pupils' developing independence.
- 200 In key stage 2 the more able pupils use vocabulary effectively when they discuss characters and develop effective oral scripts for a younger audience, using appropriate gesture and intonation. Older pupils use extended vocabulary and make relevant contributions when defending and justifying a point of view.
- 201 By the end of key stage 2, most pupils read competently. Those more able pupils show understanding of characters and events in the story they are reading. In discussion, they name their favourite authors and books they have read. They describe how they use the library to access information, are aware of how books are classified and how to use contents, index and glossary.
- 202 Key stage 2 pupils write in a variety of forms for different purposes and a range of audiences. They write in response to a range of stimuli, for example poetry, and the writing of Shakespeare and Ted Hughes. Their use of effective metaphors and similes in their haiku and acrostic poems show an awareness of how language can be used for effect. Thinking skills are used well when investigating characters in play scripts or when looking at text as evidence. Less able pupils succeed in achieving writing tasks of an acceptable standard within the framework offered to them.
- 203 Older key stage 2 pupils are aware of the main purposes of a non – chronological report and they follow a clear skeleton frame to write interesting well paragraphed reports. By the end of the key stage, more able pupils develop

an argument and produce good examples of persuasive writing, differentiating between fact and opinion. Handwriting and presentation skills are good throughout the key stage.

Shortcomings

- 204 Many older key stage 2 pupils do not produce extended pieces of writing that are well structured, in narrative and factual form.

Science

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 2: Good features and no important shortcomings

Outstanding features

- 205 Key stage 1 pupils very confidently discuss their work and are able independently to extend their own scientific understanding.
- 206 Key stage 1 pupils have very good understanding of electricity, know that a battery is a power source and construct and explore circuits including components such as switches, and why some materials are good conductors of electricity.

Good features

- 207 Pupils in both key stages confidently use and understand appropriate scientific terminology. They undertake a good range of practical and investigatory work, understand and follow the scientific process of planning, experimenting and evaluating and at times use relevant templates to record their work. They make appropriate predictions and observations and have a good recall of previous work. Many answer questions knowledgeably and they produce accurate answers based on what they have previously learnt.
- 208 Pupils in both key stages find information in a variety of resources including scientific equipment and books. They are able to communicate information effectively using text, diagrams, graphs and charts. They enthusiastically experiment and increase their knowledge and understanding.
- 209 Key stage 1 pupils successfully understand how to sort materials on the basis of their properties and that some materials are attracted to magnets whilst others are not. They accurately explain reasons for the outcomes of their investigations.
- 210 In Y3, pupils are developing their sense of pattern-seeking enquiry to discover why some coins are magnetic whilst others are not. Through their investigations they develop the understanding for the need to apply a fair test. They also investigate how animals and plants are independent yet rely on each

other for survival; they make accurate observations of snails and record their findings appropriately.

- 211 Pupils in a Y4/5 class develop and extend their knowledge and understanding by investigating how sound travels through materials and have good knowledge of the properties of solids, liquids and gases. The majority of pupils successfully make predictions and test their hypotheses recording the levels of sound produced through various materials.
- 212 Pupils in Y6 apply their ideas, knowledge and understanding by comparing the earth with other planets and have a developing understanding of the impact of the sun and the moon on the earth. They speak confidently and, at times, provide detailed and complex responses, about their relative positions. Pupils have a good understanding of the process for scientific enquiry and a good knowledge of the programmes of study.

Shortcomings

- 213 There are no important shortcomings.

Art and design

Key Stage 1	Grade 2: Good features and no important shortcomings
Key Stage 2	Grade 1: Good with outstanding features

Outstanding features

- 214 Key stage 2 pupils use their art skills impressively to communicate aspects of their knowledge and understanding in history.
- 215 Key stage 2 pupils make a wide range of three-dimensional models of a high standard.
- 216 Older key stage 2 pupils' imaginative and practical response to the work of artists such as Paul Clee and William Morris.

Good features:

- 217 Most pupils in both key stages use appropriate vocabulary and evaluate aspects of their work well. Pupils make good use of sketchbooks to make observational drawings to experiment and record their ideas. The majority develop good skills of evaluating their work.
- 218 Key stage1 pupils focus effectively on shape, pattern and colour in a variety of contexts. In their use of paint, they respond well to a range of stimuli and show good skills of exploring, mixing and adding new colours to produce a range of shades and hues.

- 219 In their work on buildings, Y2 pupils focus effectively on patterns around the school and make good use of digital photos to record these in drawings and paintings. Most pupils make good use of their research to produce good quality patterned tiles to represent various features. They use a variety of tools appropriately to create relief shapes and patterns in an effective manner.
- 220 Pupils in a Y2 class demonstrate good observational skills when producing good quality paintings of different castles. They use paper effectively to produce good quality silhouettes of buildings and three-dimensional shapes of structures.
- 221 As part of their study of the Celts Y3 pupils design, make and decorate impressive Celtic pendants using salt dough. Following their detailed study of Celtic patterns, they print high quality Celtic patterns on paper and material, using rollers and shapes created on polystyrene tiles.
- 222 Pupils in Y3/4 focus effectively on portrait work including those associated with the Tudor period. They make good use of a visit to Cardiff museum to develop further their understanding and the contribution of Welsh artists in this context. They produce good quality portraits in the Tudor style and use clay effectively to create tiles and self portrait masks and make good use of fabric in their collage work.
- 223 Pupils in Y4/5 effectively study the work of William Morris and make good and often very good use of a range of materials to represent his style and images in a variety of ways which include creating tiles using symmetrical patterns, collage and mosaic effects of their original designs. Y5 pupils in particular effectively explore the concept of abstract art.
- 224 Pupils in Y6 create very impressive silhouettes to represent aspects of the industrial revolution and demonstrate very effective weaving skills using a range of recyclable materials.

Shortcomings

- 225 There are no important shortcomings, however, key stage 1 pupils' awareness of the work of other artists is insufficiently developed.

Physical education

Key Stage 1 Grade 2: Good features and no important shortcomings
Key Stage 2 Grade 3: Good features outweigh shortcomings

- 226 In key stage 1, judgement is made on the observation of the one timetabled lesson.

Good features

- 227 Most pupils in Y2 demonstrate a good understanding of the importance of warm up and cooling down sessions and carry out these activities appropriately.

- 228 Most key stage 1 pupils demonstrate a good awareness of space as they focus on learning the steps of a traditional Welsh folk dance routine. The majority build well on previous experiences and demonstrate good levels of agility and control as they move in time to music. They work well with partners and are developing an awareness of how to improve various techniques which include skipping.
- 229 Pupils across key stage 2 are developing an appropriate understanding of the importance of health, fitness and well being activities. The majority focus appropriately on warm up and cooling down sessions in relation to their effects on the heart and muscles. The majority of Y6 pupils demonstrate good skills in recording the effects of exercise, including changes to body temperature, in an effective manner.
- 230 A majority of pupils in Y3 class demonstrate appropriate skills of catching, throwing and bouncing a ball and are beginning to apply these skills appropriately in a games situation. In games skills, the majority of pupils in a Y3/4 class make good progress in passing, receiving and controlling the ball. The skills of a minority are well developed in this context.
- 231 In performing a Welsh folk dance, the majority of pupils in key stage 2 begin to make appropriate progress in terms of learning basic movements and in creating a sequence of steps in time to music.
- 232 In gymnastics, the majority of pupils in Y4/5 are beginning to demonstrate appropriate skills as they complete a range of basic activities. The majority of Y6 pupils demonstrate good levels of stamina and effective breathing and positional skills as they complete a range of floor activities in gymnastics.
- 233 Across key stage 2 the majority of pupils are beginning to demonstrate appropriate skills of evaluating their own performances and those of others in order to bring about improvement.

Shortcomings

- 234 A minority of pupils in both key stages demonstrate limited skills of evaluating their own activities and those of others in order to improve performance.
- 235 A significant number of key stage 2 pupils in particular are not always appropriately dressed for physical education activities.
- 236 The skills of a significant minority of key stage 2 pupils in relation to gymnastics, games and dance activities are insufficiently developed.
- 237 A small minority of key stage 2 pupils do not concentrate and focus sufficiently during lessons resulting in performance of poor quality

School's response to the inspection

The school wishes to acknowledge the professional manner in which the inspection team undertook its duties which was reflected in the thorough, courteous and supportive approach.

We are pleased that the inspection team found the school self-evaluation document to be comprehensive, identifying strengths and areas for improvement and that the vast majority of the judgements were in line with those of the inspection team.

It is pleasing that there is a significant improvement in the quality of teaching since the last inspection. The promotion of pupils' moral and social development together with the good quality care, support and guidance that the school provides for its pupils are also recognised. It is reassuring to note that the quality of assessment, recording and reporting is good with the marking of pupils' work deemed to be good with outstanding features together with the offsite curricular provision and extra curricular activities.

This report recognises that the quality and use of the learning resources has significantly improved since the last inspection. It also acknowledges the school's efforts to improve facilities.

An action plan will be devised to address each of the recommendations featured in the report. Where it is possible, staff and governors will address the recommendations before the end of this school year. The remainder will feature in the SDP for 2009 -10.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents and the governors' annual report to parents will identify the progress it is making towards addressing them.

Appendix 1

Basic information about the school

Name of school	Bigyn County Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11
Address of school	Bigyn Park Terrace, Llanelli Carmarthenshire
Postcode	SA15 1DH
Telephone number	01554 771817

Headteacher	Mr Leighton Rees
Date of appointment	01/01/2000
Chair of governors/ Appropriate authority	Ms Cathy Williams
Registered inspector	Mr Jeffrey Harries
Dates of inspection	24/03/09 – 26/03/09

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	36	27	35	33	38	27	37	31	264

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	3	12.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	25.3:1
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	N/A	88.4%	90.7%
Summer 2008	N/A	89%	91%
Spring 2008	N/A	86%	90%

Percentage of pupils entitled to free school meals	36%
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		35		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	27	70	3
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	24	65	11
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	40	60	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	19	70	11
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	14	86	0
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	19	70	11
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	70.3%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6:	32	
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	3	0	26	50	21
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	3	0	26	44	26
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	3	0	18	56	24
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment	
In the school	67.6%
In Wales	75.5%

D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)

W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4

Appendix 4

Evidence base of the inspection

The school was inspected by a team of five inspectors who were present in the school for a total of twelve inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, GB and 2 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 32 questionnaires that were returned were analysed and the team considered the results; 95.7% of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 47 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- inspectors examined pupils' work from each age group, in addition to work in the classroom and being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary, recommendations and appendices, Key questions 1, 5 and 6 Foundation phase
Mr Brinley W Jones Team Inspector	Key questions 2 and 3 Art and design Physical education
Mr Stuart J Telling Team Inspector	Key question 4 Science
Mrs Audrey Evans Team Inspector	Key question 7 English
Ms Elizabeth Halls Lay Inspector	Contributions to key questions 1, 3 and 4
Mr Leighton Rees Headteacher and nominee	Taking part in discussions

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection

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